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CHIPPEWA INDIANS:
A NATIVE AMERICAN
CURRICULUM UNIT FOR THE
THIRD GRADE

NATAM XIII

University of Minnesota

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by
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Training Center for Community Programs
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Training of Teacher Trainers Program,
College of Education

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Minnesota Federation of Teachers

University of Minnesota
Minneapolis, Minnesota

July, 1970

THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION

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CHIPPEWA INDIANS:
A NATIVE AMERICAN
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USOE

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This is a section of the Final Report of the National Study of American Indian Education, which has been funded by the United States Office of Education.

The work reported here is part of a large University of Minnesota project, which has been financed from several sources.

A Note on the NATAM Curriculum Series

This curriculum unit was prepared by a Minnesota school teacher. The teacher has recently completed a University course (H.Ed. 111) on Indian education offered through the College of Education and the General Extension Division during the Spring Quarter, 1970. The course, greatly strengthened by the active participation of the Indian Upward Bound Program at the University of Minnesota, grows out of an attempt to deal with certain problems noted in the University of Minnesota aspects of the National Study of American Indian Education.

We believe this unit to be of possible value to Minnesota school teachers. We offer it as an example of what one teacher can do, after minimal preparation, toward developing curriculum materials on a "solo" basis for personal classroom use.

Efforts of this kind are obviously not professional in the strictest sense. Yet they do offer Minnesota teachers with some immediately useable materials, written by their colleagues as the latter develop expertise within a new area of personal interest and growing competence. In this sense, the NATAM Curriculum Series offers the chance to provide a needed service and to test a staff development model.

We solicit your comments on any aspect of this series.

The Coordinators

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Introduction

This unit is designed to be an extension and enrichment study of the more general Indian unit presented in the third grade basic social studies text, Working Together, Follett Publishing Company.

Because of the very general nature and lack of emphasis on contemporary Indians in the text unit, this plan attempts to "focus in," so to speak, on a particular Indian people - the Chippewa or Ojibway Indians of Minnesota.

The child at this age is usually curious about his community and home state, as well as the kinds of people who might live there. One of the most popular library books among third graders at Oakwood this year was a book titled "Minnesota, It's Land and People." At the same time, a third grader is old enough to have established misconceptions and stereotyped ideas about minority groups, at home or through the media of television and motion pictures.

It should be emphasized that this plan of study does not attempt to delve too deeply into the political and economic arena surrounding this subject at this grade level. Rather, it presents material and ideas to help the child of eight or nine years of age become more fully aware of the existence of a culture different from his own and to set a base for more involved study of the American Indian in grades 4-6.

Objectives

1. To build the child's knowledge of American Indians, specifically the Chippewa Indians of Minnesota.
2. To build curiosity and interest based on this knowledge about this important minority group.
3. To correct misconceptions about American Indians, past and present.
4. To establish a background for further study in grades 4-6.
5. To develop concepts of respect for cultural patterns different from one's own.
6. To encourage use of acquired skills and knowledge as a means for independent and group research.
7. To encourage further independent research about various Indian tribes.

Basic Concepts to Develop

1. Chippewa Indians once resided over large land areas near the Great Lakes but ultimately lost vast land holdings due to the influence of the white man.
2. The Chippewa Indians used their natural resources in order to survive in a woodland environment.
3. We can more fully appreciate some of the Chippewa customs and ceremonies through their song and dance if we have some understanding of the purpose of these songs and dances.
4. Indians are proud of their heritage in the same way that black or white Americans are proud of their legends, art, and customs.
5. Some Chippewa people live on tribal-owned land called reservations in Minnesota and neighboring states. They have a lower standard of living than most white people in Minnesota. Their land may lack fertility, and the average Indian may lack skills to work in nearby (if any) industrial or commercial jobs.
6. Some Chippewa people live in large cities. Their standard of living is usually lower than most white city dwellers due to inadequate educational experiences, lack of job skills and capital.
7. Indians have distinguished themselves in many areas, such as the professions, government, sports, entertainment and the arts.
8. If the Indian is to take his rightful place in society and still retain his uniqueness as an Indian, it will take much effort and understanding on the part of all people.

Lesson Plans

I. Guide Questions

- A. Where did the Chippewa Indians live?
- B. What caused them to spread West?
- C. Why were they able to take over land areas that belonged to other Indians?

II. Procedures and Activities

- A. Use the picture map of American Indians Before 1650 to review briefly the land area occupied by Woodland Indians in general, Chippewa Indians in particular. See Audio-Visual List.
- B. Restate guide questions B and C above. Use films and filmstrips listed. Discuss and answer guide questions emphasizing the fur trade, white expansion, and the acquisition of the rifle by the Chippewa as contributing factors.
- C. The children may draw a large map (opaque projector can be used) showing colored land areas occupied by the Chippewa after 1800 and compare this with the 1650 map. These maps would be a good source of comparison of present day reservation land holdings of the Chippewas later in the unit.
- D. Encourage children to use their subtraction skills to determine time elements from 1650 to the present.
- E. Start an Indian Booklet using map drawings and study sheets.

III. Evaluation

- A. Through their discussion, did the children indicate that they were able to draw inferences and see relationships from the material presented?
- B. Can the children relate reasons for the Westward movement of the Chippewa Indians?
- C. Were the children able to apply their knowledge of maps and geography to the project?

Lesson Plans

I. Guide Questions

- A. How did the Chippewa Indians use their natural resources in order to live?
 - 1. How did they get food?
 - 2. What kind of shelter did they have?
 - 3. What kind of clothing did they wear?
 - 4. How did they travel?
- B. Which of these occupations fell to the men? Women? Children?
- C. How did tribal sharing and cooperation help these people?

II. Procedures and Activities

- A. Formulate and discuss guide questions with children.
- B. Set up plans of study, research committees, and materials to be used. The teacher may suggest six committees: food, clothing, shelter, travel, tools and weapons, and occupations.
- C. The committees with guidance from the teacher should decide which activities will accompany their research. These may include murals, dioramas, charts, roll movies, displays, oral reports, etc.
- D. Use films and filmstrips listed to help clarify ideas.
- E. Let the children present their reports and projects to another class to culminate this part of the unit.
- F. Plan a dinner "Chippewa Style." Serve wild rice, maple sugar or syrup.
- G. An alternative or enrichment activity could be adapted based on a simulation game. See Simulation Games and Activities for Social Studies, Chapter 3, Barter Game.

III. Evaluation

- A. A short quiz may be used to evaluate understandings of basic concepts.

Lesson Plans

I. Guide Questions

- A. In what ways are song and dance important to the Chippewa Indians?
- B. What instruments are used?
- C. Do the Chippewa people have a religion?

II. Procedures and Activities

- A. The teacher may wish to read Chapters 4 and 5 from Chippewa Indians by Sonja Bleeker to the class. This tells the story of a young Chippewa's vision, desire and ultimate initiation into the Midewiwin Society.
- B. Encourage the class to discuss the various aspects of the story. These points should be written on the chalkboard or large ruled paper:
 1. Medicine men held high positions in their tribe.
 2. The power of the midé is exerted through a combination of music and medicine.
 3. Some of the great poetry of the Indian people is found in the words of medicine songs.
 4. The healing power of music and ceremony is part of the life of many people all over the world. It strengthens the life of tribes.
- C. Discuss the fact that many Indians today practice the Christian religion but still enjoy their own music and ceremonies. Let the class discuss customs they practice at home during religious holidays.
- D. Listen to some Chippewa music such as "The Flute Melody." (See Audio-Visual Records list.)
- E. Learn the words of the "Herb Gathering Song" and others. (See American Indians Sing by Charles Hofman).
- F. Compare Chippewa with other Indian music by listening to records. What is alike? What is different? Guide the children to realize that all Indian songs are not alike - as many people believe. Discuss ways in which music is related to their own religious ceremonies.
- G. Construct simple drums and rattles. Teach the simple Toe-Heel and Drag steps. Some Indian dance was socially oriented. (See Indian Crafts and Lore, by Ben Hunt).
- H. Try some Indian designs using graph paper and colored pencils. Show examples of woodland designs such as flowers, vines, etc. Geometric patterns are also fun to do.

III. Evaluation

- A. Observe the children's attitudes and involvement in the activities. Is there indication that they are aware of the relationship of music and religious ceremony in Indian culture?

Lesson Plans

I. Topics for Discussion

- A. Where might we find Chippewa Indians living in Minnesota today?
 - 1. What do they do for a living?
 - 2. Do they still hold large areas of land?
 - 3. What kinds of houses do they live in?
 - 4. How do they dress?
 - 5. Can they vote?
- B. What are some of the problems Indians face when they come to the city?
- C. What are some myths non-Indians have about Indians?
How do you think these myths developed?

II. Procedures and Activities

- A. Formulate guide questions with the class. The list above is only intended as a general guide. The children will most likely have questions of their own. This will probably be the most flexible part of the unit and will require some research and resourcefulness on the part of the teacher. Following are some suggestions the teacher may adapt to best fit his needs.
- B. Maps
 - 1. Use a large county map. Review the concepts covered earlier about a county. Locate the counties in which the Chippewa reservations are located. Discuss the meaning of reservation, emphasizing tribal and allotment ownership.
 - 2. List the reservations: Red Lake, White Earth, Leech Lake, Nett Lake, Mille Lacs, Fond du Lac, Vermillion and Grand Portage.
 - 3. Let the children draw a large map of Minnesota showing the reservation land areas. Develop a simple key which may show such things as industries and natural resources as the study progresses.
- C. Slides, Pictures and Filmstrips
 - 1. Show slides and pictures of reservations. Include dwellings from worst to best if possible. Let the children compare these to their homes. Bring out the fact that many reservation dwellings do not include electricity or plumbing.
 - 2. Look at pictures of urban dwellings from ghetto-type areas. Explain that some white and black as well as Indian may live in this type of housing. Usually there is plumbing and electricity in these but the standards are often well below what most of us take for granted.

- D. Encourage children to express their ideas as to why some people live in this manner. Expect a range of ideas from "they are just lazy" to "maybe they are too poor to have anything better." This may be a good lead-up to occupational and educational opportunities for minority people.
- E. Let the class discuss ways they might earn a living on a reservation. Ricing, fishing, etc., are seasonal work. Could they earn enough to live all year? An excellent activity at this point would be "Spending and Saving", Chapter 6, Simulation Games and Activities for Social Studies. (see bibliography)
- F. Through discussion guide the children to the realization that Indians need better education, job skills and a higher economic base in order to raise living standards.
- G. Devote a section of the class newspaper entitled "Indians Today." They might include articles about well known Indians in various fields, such as Johnny Cash, LaDonna Harris, and others.
- H. Encourage children to bring in newspaper and magazine articles dealing with current Indian affairs for discussion.
- I. Start a picture collection of Indians, identifying the different tribes and periods in history.
- J. Find out where other Chippewa reservations are located.

III. Evaluation

- A. Administer a quiz to evaluate basic understandings.
- B. Let the children conduct a "Question and Answer" panel activity to evaluate attitudes and concepts.

Available Audio-Visual Materials

Films

W-14	Woodland Indians of Early America (Chippewa)
A-9	American Indians Before European Settlement
I-3	Indians of Early America
V-5	The Voyageurs
E-1	Early Settlers of New England
S-3	Settlement of the Mississippi
P-7	Pioneer Community of the Midwest

Filmstrips

SVE A 233-3	Indians of the Northeast Woodland
E S 663	The Young Manhood of Quick Otter
E S 664	The Travels of Quick Otter
MC 68	Eastern Forest Indians
D 9	Eastern Forest Indians
E 19634	Indians of the Northeast
MC 67	Where Did the Indian Live?
MC 71	Our Indian Neighbors Today
D 13	Our Indian Neighbors Today
D 8	Where Did the Indian Live?
	American Indian Life Series
C 156	Food
C 157	Clothing
C 158	Crafts
C 159	Decorations
C 160	Ceremonies
C 161	Games
C 162	Transportation
C 163	Communication
Y 41	The Story of the American Indian
RF 139	Ghettos of America (sound filmstrip)
Y 45	Westward to the Mississippi
RF 184	The American Indian: A Dispossessed People (sound filmstrip - Teacher reference, vocabulary too advanced for third grade)

Records

FM 12-28	Songs & Dances of Great Lakes Indians
FM 12-29	Healing Songs of the American Indians
FM 12-34	American Indian Tales for Children
FM 12-33	The Star Maiden & Other Indian Tales
SS 1223	War Whoops and Medicine Songs
SS 1222	American Indian Dances
SS 1211	Music of the Sioux and Navajo

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